

Assessment Annotations for the Curriculum Frameworks

Health Education and Physical Education (Healthy, Active Living) Grades 5 and 9



HEALTH AND PHYSICAL EDUCATION ASSESSMENT ANNOTATIONS

For the Health and Physical Education Curriculum Frameworks

This document provides supplemental assessment information to *Missouri's Framework for Curriculum Development in Health Education and Physical Education (Healthy, Active Living) K-12*. The assessment annotations found in the third column of this document are intended to provide information for administrators, curriculum directors, and teachers concerning what is “fair game” for the new statewide assessment in 5th and 9th grades in health and physical education.

Teachers attending nine regional meetings in August were involved in determining what content and processes should be assessed on the state assessment and what should be assessed locally. Since the curriculum frameworks were developed for K-4,5-8 and 9-12 grade ranges and the state assessment will be given at grades 5 and 9, teachers worked as an elementary group and as a secondary group. The elementary group reviewed both the K-4 and 5-8 sections of the curriculum frameworks to determine appropriate content for the 5th grade state assessment. The secondary group reviewed the 5-8 and 9-12 sections of the curriculum frameworks to determine appropriate content for the 9th grade state assessment.

Please note that content from the 5-8 section is often listed as being assessed at both the 5th and 9th grade level with the understanding that the questions will be more challenging and will require students to use higher order thinking skills on the 9th grade assessment.

Please note that **not all** of the content identified as state assessment will be included on the test in any given year. The number of test items developed to assess health and physical education content and processes may vary from year to year.

II. HEALTH MAINTENANCE AND ENHANCEMENT---ASSESSMENT NOTES

- A. Personal and Family Health**
- B. Nutrition Principles and Practices**
- C. Consumer Health**
- D. Life Management Skills**

K-12 Content Overview

Health literacy includes not only an understanding of how the body functions but also behaviors and decisions that will foster life-long health. It is assuming responsibility for personal health throughout the life cycle and fostering behaviors and practices that will enhance family health. Health maintenance and enhancement requires diligence and continuous effort but, it is an investment that produces many benefits.

Personal and family health involves learning to take care of one's physical self, including physical activity, weight management, personal health habits and hygiene. Personal health practices are not static; they involve changes and adaptation as one progresses through the human life cycle. Family interaction and health practices also influence individual health. Regardless of the family structure, students should understand health concerns and issues for all family members who may be at various stages of the human life cycle. As the student progresses through the life cycle, his/her health needs change, prompting the need for accurate information and responsible decision making.

The link between nutrition and health is well documented. The study of nutrition provides students with the knowledge and skills needed to make healthy food choices throughout their lives. It also provides students and their families with the opportunity to see the relationship between nutritional habits, health status, and maximum physical and academic achievement.

Personal and family health choices can be greatly influenced by advertising and the media. Therefore, consumer health skills are essential for analyzing the different fads and myths surrounding health issues and for avoiding fraudulent health information, products and services. Consumer health includes understanding how advertising can influence decisions regarding health products and services. Costs, benefits and claims of health information, products and services can be investigated to determine their validity, reliability and effectiveness. Knowing when to seek health care and the impact technology has on overall health are important consumer issues to be addressed.

Maintaining and enhancing one's health also includes learning life management skills which can help students lead healthy, productive lives. Personal goal setting, the process of decision making and refusal, assertive and conflict mediation are skills that can help them plan for their future, make reasoned and informed choices and deal with pressures, stress or controversy.

II. HEALTH MAINTENANCE AND ENHANCEMENT

A. Personal and Family Health

What All Students Should Know	What All Students Should Be Able to Do	Assessment Notes
<p><i>By the end of grade 4, all students should know that</i></p> <ol style="list-style-type: none"> 1. Personal health is enhanced by behaviors that include care of skin, hair, teeth, gums, eyes, nose, ears and nails. (HP 2) 2. Regular physical activity, adequate sleep and balanced nutrition contributes to health maintenance and enhancement. (HP 2) 3. Preventive care enhances personal health and assists in early detection and treatment of health problems, e.g., regular health and dental check-ups, immunizations, etc. (HP 3) 4. All organisms grow and change throughout life. (HP 1) 	<p><i>By the end of grade 4, all students should be able to</i></p> <ol style="list-style-type: none"> a. identify and discuss how personal behaviors can enhance the health of an individual and reduce the chances of disease, including adequate sleep, balanced nutrition, good posture, moderate exercise, appropriate clothing, hygiene and cleanliness in food handling (4.7) a. apply knowledge about physical activity and care of the body to daily personal health habits (1.10) b. using a variety of hands-on resources, literature and discussion, identify teeth and their functions in eating, speaking and appearance (1.4) a. identify why preventive physical and dental exams are important for health maintenance (4.7) a. identify and sequence the stages of the human life cycle, e.g., infant, toddler, pre-school, school-age, etc. (1.6) 	<ol style="list-style-type: none"> 1. Grade 5 State Assessment a. Grade 5 State Assessment 2. Grade 5 State Assessment a. Grade 5 State Assessment b. Grade 5 State Assessment 3. Grade 5 State Assessment a. Grade 5 State Assessment 4. Grade 5 Local Assessment a. Grade 5 Local Assessment

II. HEALTH MAINTENANCE AND ENHANCEMENT

B. Nutrition Principles and Practices

What All Students Should Know	What All Students Should Be Able to Do	Assessment Notes
<p><i>By the end of grade 4, all students should know that</i></p> <ol style="list-style-type: none"> Basic principles of nutrition (food sources, the food pyramid and essential nutrients) are necessary for an understanding of how nutrition and health are interrelated. (HP 2) Balance, variety and moderation in the diet will enhance and promote health. (HP 2) Food provides energy for the human body to work, grow and perform daily routines. (HP 1, 2) Food choices are influenced by availability, family preferences, and culture, e.g., nationality, religion, heritage. (HP 2) 	<p><i>By the end of grade 4, all students should be able to</i></p> <ol style="list-style-type: none"> identify, locate and select information about the sources and basic functions of the six essential nutrients (1.6) categorize foods into the appropriate group on the food pyramid based on primary nutrient content (1.10) make informed decisions regarding food choices based on an understanding of balance, moderation and variety (4.7) describe the relationship between food intake and energy/activity levels (1.6) describe the relationship of family preferences and culture to one's food choices (1.7; 1.10) 	<ol style="list-style-type: none"> Grade 5 State Assessment <ol style="list-style-type: none"> Grade 5 State Assessment Grade 5 State Assessment Grade 5 State Assessment <ol style="list-style-type: none"> Grade 5 State Assessment Grade 5 State Assessment <ol style="list-style-type: none"> Grade 5 State Assessment Grade 5 State Assessment <ol style="list-style-type: none"> Grade 5 State Assessment

II. HEALTH MAINTENANCE AND ENHANCEMENT

C. Consumer Health

What All Students Should Know	What All Students Should Be Able to Do	Assessment Notes
<i>By the end of grade 4, all students should know that</i>	<i>By the end of grade 4, all students should be able to</i>	
1. The media can influence one's health habits and decisions, e.g., persuasive advertising techniques. (HP 6)	a. interpret how the media can influence a consumer's decisions regarding health practices and products (1.7)	1. Grade 5 State Assessment a. Grade 5 State Assessment
2. Reading labels can help consumers make decisions about product selections. (HP 2, 6)	a. interpret labels in order to make decisions about product selections (1.5, 4.1)	2. Grade 5 State Assessment a. Grade 5 State Assessment
3. Health literacy includes the ability to understand how communication techniques used through a variety of media can influence health decision and practices. (HP 6)	a. use technological tools to exchange information and ideas (2.7)	3. Grade 5 State Assessment a. Grade 5 Local Assessment

II. HEALTH MAINTENANCE AND ENHANCEMENT

D. Life Management Skills

What All Students Should Know	What All Students Should Be Able to Do	Assessment Notes
<p><i>By the end of grade 4, all students should know that</i></p> <p>1. Basic life management includes skills in decision making, problem solving, goal setting, refusal and stress management. (HP 2)</p>	<p><i>By the end of grade 4, all students should be able to</i></p> <p>a. develop and record short term goals regarding personal health and/or fitness, (e.g., brush teeth twice a day for the next two weeks, walk for fifteen minutes three times a week after school), monitor progress and evaluate (4.5)</p> <p>b. identify personal stressors in daily living and appropriate strategies to cope or adapt (3.1)</p> <p>c. apply basic conflict resolution strategies to solve or prevent problems (3.2)</p> <p>d. demonstrate assertive/refusal skills and identify situations in which they should be used (1.10; 4.1)</p>	<p>1. Grade 5 State Assessment</p> <p>a. Grade 5 Local Assessment</p> <p>b. Grade 5 State Assessment</p> <p>c. Grade 5 State Assessment</p> <p>d. Grade 5 Local Assessment Also State Assessment using verb “identify” instead of demonstrate</p>

II. HEALTH MAINTENANCE AND ENHANCEMENT

A. Personal and Family Health

What All Students Should Know	What All Students Should Be Able to Do	Assessment Notes
<p><i>By the end of grade 8, all students should know that</i></p> <ol style="list-style-type: none"> There are seven behaviors that if performed regularly can contribute to a healthy lifestyle. They include eating breakfast every day, refraining from smoking, sleeping six to eight hours each night, maintaining normal weight, exercising regularly, and refraining from drinking alcoholic beverages. (HP 2, 5) Rapid changes in physical, social, emotional and intellectual growth contribute to adolescent health concerns. Understanding and learning ways to manage these changes can ease the transition into adulthood. (HP 1, 2) Human growth and development is influenced by heredity, family and environment. (HP 1) 	<p><i>By the end of grade 8, all students should be able to</i></p> <ol style="list-style-type: none"> analyze the relationship between behaviors and health (1.7) assess personal health needs during adolescence and apply strategies to address those needs or problems (3.2; 3.3) identify factors that can affect growth and development, differentiating between those they can or cannot change, e.g., heredity, family, environment, physical activity, hormones and disease; examine ways to enhance or adapt the identified factors (4.7) identify ways in which one can alter, enhance or adapt to influences on growth and development. (4.7) 	<ol style="list-style-type: none"> Grade 5 State Assessment Grade 9 State Assessment Grade 5 State Assessment Grade 9 State Assessment Grade 5 Local Assessment Grade 9 Local Assessment <ol style="list-style-type: none"> Grade 5 State Assessment Grade 9 State Assessment Grade 5 Local Assessment Grade 9 Local Assessment <ol style="list-style-type: none"> Grade 5 State Assessment Grade 9 State Assessment Grade 5 Local Assessment Grade 9 State Assessment <ol style="list-style-type: none"> Grade 5 State Assessment Grade 9 State Assessment Grade 5 Local Assessment Grade 9 Local Assessment

II. HEALTH MAINTENANCE AND ENHANCEMENT

B. Nutrition Principles and Practices

What All Students Should Know	What All Students Should Be Able to Do	Assessment Notes
<p><i>By the end of grade 8, all students should know that</i></p> <ol style="list-style-type: none"> 1. Fats provide the body with a stored form of energy, warmth and insulation for body organs. Carbohydrates provide the body with an immediate source of energy. Protein helps the body grow, makes muscles strong and repairs body tissues. Vitamins and minerals provide energy and help the body perform many functions including fighting infections, making strong bones and teeth, etc. (HP 2, 3) 2. Nutrients are used by the body for energy, growth, repair, and cellular needs. (HP 1, 2) 3. The food pyramid is a graphic representation of one's daily nutrient needs and the food groupings that can provide them. (HP 2) 4. Nutrient needs change as one grows. (HP 2) 	<p><i>By the end of grade 8, all students should be able to</i></p> <ol style="list-style-type: none"> a. conduct laboratory inquiries to determine the presence of fat, protein, starches and sugar in food samples (1.2; 1.4) b. identify food sources that supply each of the essential nutrients (1.10) a. apply nutrition knowledge to compare the nutrient contribution of a food to its energy contribution (1.7) b. describe the contribution specific nutrients make toward growth, repair and cellular needs of the body (1.16) a. organize foods into groups with similar nutrient composition. (1.5) a. select appropriate foods based on energy needs, food preferences, and nutrient requirements as represented on the food pyramid (4.2) 	<ol style="list-style-type: none"> 1. Grade 5 State Assessment Grade 9 State Assessment <ol style="list-style-type: none"> a. Grade 5 Local Assessment Grade 9 Local Assessment b. Grade 5 State Assessment Grade 9 State assessment 2. Grade 5 State Assessment Grade 9 State Assessment <ol style="list-style-type: none"> a. Grade 5 Local Assessment Grade 9 State assessment b. Grade 5 Local Assessment Grade 9 State Assessment 3. Grade 5 State Assessment (Should be mastered by 5th grade) <ol style="list-style-type: none"> a. Grade 5 State Assessment (Should be mastered by 5th grade) 4. Grade 5 State Assessment Grade 9 State assessment <ol style="list-style-type: none"> a. Grade 5 Local Assessment Grade 9 State Assessment

What All Students Should Know	What All Students Should Be Able to Do	Assessment Notes
<i>By the end of grade 8, all students should know that</i>	<i>By the end of grade 8, all students should be able to</i>	
5. Balance, moderation and variety are important concepts to be considered when making food choices. (HP 2)	a. make informed decisions regarding food choices based on an understanding of balance, moderation and variety (4.1)	5. Grade 5 State Assessment Grade 9 State Assessment a. Grade 5 State Assessment Grade 9 State Assessment
6. Food choices are influenced by one's culture, family, emotions, and by peers and the media. (HP 2)	a. evaluate factors which influence food choices and their impact on nutrition and health (4.4)	6. Grade 5 Local Assessment Grade 9 State Assessment
7. Food choices and concerns regarding body image affect body composition and optimal health. (HP 2)	a. identify problems that can occur with body image during adolescence and formulate appropriate strategies to address this concern (3.1; 3.2)	7. Grade 5 State Assessment Grade 9 State Assessment a. Grade 5 State Assessment Grade 9 State Assessment
8. Food labels can be analyzed to determine calories and nutrients in a product plus serving size, types of ingredients and nutritional value. (HP 2, 6)	a. analyze food labeling information to determine calories, nutrients and serving size in a product. (1.2)	8. Grade 5 State Assessment Grade 9 State Assessment a. Grade 5 State Assessment Grade 9 State Assessment

II. HEALTH MAINTENANCE AND ENHANCEMENT

C. Consumer Health

What All Students Should Know	What All Students Should Be Able to Do	Assessment Notes
<p><i>By the end of grade 8, all students should know that</i></p> <ol style="list-style-type: none"> Consumers have the following rights to protect themselves from false health claims: <ul style="list-style-type: none"> * right to safety; * right to choose; * right to be informed; * right to be heard; * right to have problems corrected; and * right to consumer education. (HP 6) Consumer issues including fads, quackery and advertising can influence health behaviors and practices. (HP 6) Advertising techniques influence consumer decisions. (HP 6) 	<p><i>By the end of grade 8, all students should be able to</i></p> <ol style="list-style-type: none"> identify agencies that provide consumer protection service (1.9) analyze consumer health issues and products to make wise decisions (1.10; 4.1) develop strategies to solve consumer health problems (3.2; 3.3) use critical thinking skills to analyze marketing and advertising techniques. (4.4) 	<ol style="list-style-type: none"> Grade 5 Local Assessment Grade 9 State Assessment Grade 5 Local Assessment Grade 9 Local Assessment Grade 5 State Assessment Grade 9 State Assessment Grade 5 State Assessment Grade 9 State Assessment

II. HEALTH MAINTENANCE AND ENHANCEMENT

D. Life Management Skills

What All Students Should Know	What All Students Should Be Able to Do	Assessment Notes
<p><i>By the end of grade 8, all students should know that</i></p> <p>1. Life management skills such as stress management, goal setting, decision making, assertive behavior, resisting peer pressure, conflict resolution can be applied to personal situations that adolescents encounter. (HP 2, 5)</p> <p>2. Health-related career opportunities exist in areas of education, primary prevention and tertiary care, e.g., medical engineer, exercise physiologist, sports therapist, nurse, physician, dietitian, etc. (HP 6)</p>	<p><i>By the end of grade 8, all students should be able to</i></p> <p>a. apply the decision-making process to adolescent health issues (4.1)</p> <p>b. evaluate the process used in solving problems and verify whether or not the solution addresses the problem to which it was applied (3.4; 3.7)</p> <p>c. distinguish between problems that can be solved independently and those that need the help of a peer, adult or professional (3.1)</p> <p>d. apply peer pressure reversal techniques to reduce or resist negative peer pressure and aggressive behavior (3.2; 3.3)</p> <p>e. apply stress management skills to reduce stress-related problems. (3.2, 3.3)</p> <p>f. recognize conflict situations and apply conflict resolution/mediation strategies. (3.2, 3.3)</p> <p>a. explore career opportunities in the health-related profession and how these roles meet the needs of the health consumer (4.7)</p>	<p>1. Grade 5 State Assessment Grade 9 State Assessment</p> <p>a. Grade 5 State assessment Grade 9 state Assessment</p> <p>b. Grade 5 State Assessment Grade 9 State Assessment</p> <p>c. Grade 5 Local Assessment Grade 9 Local Assessment</p> <p>d. Grade 5 State Assessment Grade 9 State Assessment .</p> <p>e. Grade 5 Local Assessment Grade 9 Local Assessment</p> <p>f. Grade 5 State Assessment Grade 9 State Assessment</p> <p>2. Grade 5 State Assessment Grade 9 State Assessment</p> <p>a. Grade 5 Local Assessment Grade 9 State Assessment</p>

II. HEALTH MAINTENANCE AND ENHANCEMENT

A. Personal and Family Health

What All Students Should Know	What All Students Should Be Able to Do	Assessment Notes
<i>By the end of grade 12, all students should know that</i>	<i>By the end of grade 12, all students should be able to</i>	
1. Different forms of exercise and physical activity provide health or skill-related benefits. (HP 4)	a. assess exercise programs and activities to determine if they meet the criteria for health- or skill-related fitness (1.2)	1. Grade 9 State Assessment a. Grade 9 State Assessment
2. Health-related fitness components include body composition, muscular strength and endurance, flexibility and cardiovascular fitness. (HP 4)	a. design strategies for improving and monitoring health-related fitness (4.5)	2. Grade 9 State Assessment a. Grade 9 State Assessment
3. Skill-related fitness components include power, speed, reaction time, balance, coordination and agility. (HP 4)	a. analyze factors, e.g., time, cost, accessibility, related to regular participation in physical activity (1.10; 4.7)	3. Grade 9 State Assessment a. Grade 9 State Assessment
4. Regular exercise has both physiological and psychological benefits. (HP 4)	a. make reasoned and informed decisions regarding a personal fitness program (4.1)	4. Grade 9 State Assessment a. Grade 9 State Assessment
5. Relationships contribute to social, physical, emotional and intellectual health. (HP 2)	a. evaluate the factors that influence relationships and the impact that relationships have on oneself and others, e.g., friendships, dating, marriage (1.6) b. develop and discuss a list of characteristics that help to develop and foster positive long-term relationships (1. 1)	5. Grade 9 state Assessment a. Grade 9 State Assessment b. Grade 9 State Assessment

What All Students Should Know	What All Students Should Be Able to Do	Assessment Notes
<p>By the end of grade 12, all students should know that</p> <p>5. Individuals grow, change and adapt throughout the human life-cycle. (HP 1, 2)</p> <p>7. Teen parenting and pregnancy should be examined from the personal, family and societal perspectives. (HP 5)</p> <p>8. Many factors must be considered in family planning, e.g., physical and emotional maturity, religious and cultural beliefs, risks and benefits of conception control, etc. (HP 1, 5)</p>	<p><i>By the end of grade 12, all students should be able to</i></p> <p>a. develop strategies to deal with health related issues common to each stage of the human life cycle (3.5)</p> <p>a. analyze issues of teen pregnancy considering the physical, social and economic effect upon the adolescent and the family (3.1; 4.3)</p> <p>b. investigate and analyze the health risk to mother and baby of teenage pregnancy (3.2)</p> <p>a. evaluate how behaviors and prenatal care influence the health of the mother and the baby (1.6; 3.8; 4.7)</p> <p>b. evaluate information about methods of contraception, including abstinence. (1.6)</p>	<p>6. Grade 9 Local Assessment</p> <p>a. Grade 9 State Assessment</p> <p>7. Grade 9 Local Assessment</p> <p>a. Grade 9 State Assessment</p> <p>b. Grade 9 State Assessment</p> <p>8. Grade 9 Local Assessment</p> <p>a. Grade 9 State Assessment</p> <p>b. Grade 9 Local Assessment .</p>

II. HEALTH MAINTENANCE AND ENHANCEMENT

B. Nutrition Principles and Practices

What All Students Should Know	What All Students Should Be Able to Do	Assessment Notes
<p><i>By the end of grade 12, all students should know that</i></p> <ol style="list-style-type: none"> Food can be analyzed to determine its nutritional content. (HP 2) Key nutrients perform specific functions and influence body compositions. (HP 2) A well-balanced diet that is low in fat, high in fiber, vitamins and minerals can reduce the risk of certain diseases. (HP 2, 3) Factors that influence a safe food supply include regulatory agencies, food handling and production, food storage, techniques, pesticides, additives, etc. (HP 2) There is a direct relationship between diet and exercise. A nutritional diet enhances one's fitness capability. To lose weight an individual needs to eat less and exercise more. (HP 2) 	<p><i>By the end of grade 12, all students should be able to</i></p> <ol style="list-style-type: none"> use a variety of resources and technology, to calculate and analyze the nutritional content of foods (3.1, 3.7) use technological tools and other resources to locate, select and organize information regarding the influence of nutrients on the body systems and body composition (1.4) explain the relationship between nutrients and disease prevention (2.2; 2.4) investigate and explain the factors that influence a safe food supply (1.10) plan a diet and fitness program based on the relationship between food intake and exercises in weight management and activity (4.5) 	<ol style="list-style-type: none"> Grade 9 State Assessment <ol style="list-style-type: none"> Grade 9 State Assessment Grade 9 State Assessment <ol style="list-style-type: none"> Grade 9 Local Assessment Grade 9 State Assessment <ol style="list-style-type: none"> Grade 9 State Assessment Grade 9 State Assessment <ol style="list-style-type: none"> Grade 9 Local Assessment Grade 9 State Assessment <ol style="list-style-type: none"> Grade 9 State Assessment

What All Students Should Know	What All Students Should Be Able to Do	Assessment Notes
<i>By the end of grade 12, all students should know that</i>	<i>By the end of grade 12, all students should be able to</i>	
6. Nutrient needs change throughout the life cycle. (HP 2)	a. assess how nutritional needs change throughout the life cycle (1.6)	6. Grade 9 Local Assessment a. Grade 9 Local Assessment
7. Dietary choices can be influenced by their culture, life-style, media and advertising. (HP 2, 6)	a. analyze the factors that influence dietary choices including life style, ethnicity, family, media and advertising. (4.7)	7. Grade 9 Local Assessment a. Grade 9 Local Assessment
8. Food labels can be analyzed to determine the nutrient quality of the food and to make wise food choices. (HP 2, 6)	a. analyze food labels to interpret the nutrient information (1.2)	8. Grade 9 State Assessment a. Grade 9 State Assessment

II. HEALTH MAINTENANCE AND ENHANCEMENT

C. Consumer Health

What All Students Should Know	What All Students Should Be Able to Do	Assessment Notes
<p><i>By the end of grade 12, all students should know that</i></p> <ol style="list-style-type: none"> 1. An informed consumer knows how to analyze health information, services and products to remain current with technological advances that could impact consumer decisions. (HP 6) 2. The media can influence a consumer's perception of body image and can impact health decisions. (HP 6) 3. Some advertising is designed to appeal to the emotions of consumers and may contribute to unhealthy behaviors. (HP 6) 	<p><i>By the end of grade 12, all students should be able to</i></p> <ol style="list-style-type: none"> a. make informed health decisions by analyzing health information from a variety of resources (1.3; 4. I) b. evaluate the reliability of health services, products and information (1.6) a. evaluate the idealized body image and elite performance levels portrayed by the media and determine the influence on a young adult's self concept, goal setting and health decisions (1.6; 4.7) a. analyze health claims made by the media to determine their impact on personal and family health (1.1) 	<ol style="list-style-type: none"> 1. Grade 9 Local Assessment <ol style="list-style-type: none"> a. Grade 9 Local Assessment b. Grade 9 Local Assessment 2. Grade 9 State Assessment <ol style="list-style-type: none"> a. Grade 9 State Assessment 3. Grade 9 State Assessment <ol style="list-style-type: none"> a. Grade 9 Local Assessment

II. HEALTH MAINTENANCE AND ENHANCEMENT

D. Life Management Skills

What All Students Should Know	What All Students Should Be Able to Do	Assessment Notes
<p><i>By the end of grade 12, all students should know that</i></p> <ol style="list-style-type: none"> Life management skills can help young adults in planning for their future and addressing personal and social concerns that are part of daily living such as learning to manage time and stress, deal with conflicts, work collaboratively, make reasoned and informed decisions and set goals. (HP 2) Opportunities to explore health/fitness careers can help students determine interests, opportunity and academic preparation necessary for these careers. (HP 6) 	<p><i>By the end of grade 12, all students should be able to</i></p> <ol style="list-style-type: none"> identify common stressors and develop strategies to address the stressor. Then evaluate the extent to which the strategy was effective (3.1; 3.2; 3.7) identify and apply practices that preserve and enhance the safety and health of others (4.7) explore, prepare and seek educational and job opportunities (4.8) 	<ol style="list-style-type: none"> Grade 9 State Assessment <ol style="list-style-type: none"> Grade 9 Local Assessment Grade 9 State Assessment Grade 9 Local Assessment <ol style="list-style-type: none"> Grade 9 Local Assessment